DOCUMENT RESUME

ED 283 585 JC 870 339

AUTHOR Sandusky, Sam T.
TITLE Identification of High Risk Students from Matriculation Information.
SPONS AGENCY Northern California Community Colleges Research Group.
PUB DATE 23 Apr 87
NOTE 42p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Community Colleges; Dropout Characteristics; Dropout Research; *Enrollment Influences; *High Risk Students; Potential Dropouts; *Predictor Variables; Student Attrition; *Student Characteristics; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

ABSTRACT

A study was conducted at Sacramento City College (California) to determine the possibility of identifying high-risk students from information available from applications, assessment results, transcripts, and college enrollment data. Fall 1985 grade point averages (GPA) and progress percentages were used for high or low risk determination. Study findings, based on an analysis of available matriculation data on a random sample of 680 students drawn from the 13,599 students registered for fall 1985, indicated that the following groups were at higher risk when entering college: (1) high school graduates/seniors with no transcript or with a low high school GPA; (2) non-high school graduates; (3) undeclared majors; (4) re-entry students, especially males and those returning within 5 years of leaving college; (5) students with low assessment test scores or with no assessment scores; (6) students not attempting or completing writing and mathematics classes; and (7) underrepresented minorities. A list of data elements and detailed findings are provided. (EJV)

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IDENTIFICATION OF HIGH RISK STUDENTS FROM MATRICULATION INFORMATION

Sam T. Sandusky
Sacramento City College
April 23, 1987

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Presented in Fulfillment of
NORCAL Small Research Grant - 1986

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ACKNOWLEDGMENTS

Although any errors or mistakes are totally the responsibility of the author, I wish to acknowledge the following individuals for their invaluable support and advice in the preparation of this report.

Ad Hoc Committee of High Risk Students

Dorothy Bray

Kevin Ramirez

Marian Sheppard

Cindy Smith

Jan Coffey and Randy Jones for their research and technical support. Barry Tucker for providing me the opportunity to implement and complete the report. Don Johnson and Mark Vander Schans for their timely advice on statistical and computer support procedures. Nancy Renkiewicz (I think) for getting me into this in the first place. And last but certainly not least, my secretary, Mary Delavan for the job of typing and proofreading the report and putting up with me through endless revisions and rewrites.

I also wish to thank the NORCAL Research Organization for the generous grant that made the report possible.

SUMMARY

The main purpose of this study was to determine if it was possible to identify high risk students from the available information, i.e., application, assessment, transcripts and college enrollment data. The measurements used for high or low risk determination were the Fall 1985 GPA and progress percentage (persistence, percentage of units not completed). When defined differences between elements occurred, further in-depth analysis was used along with corroborative data from other studies.

The population used was a 5% random sample of all Fall 1985 students registered at Sacramento City College as of First Census. An Ad Hoc committee on high-risk students was formed to help identify potential high risk students and to provide timely analysis of the data for comparative purposes. The committee also suggested other studies to support the analysis.

Analysis of the data supports the stated purpose that certain categories and groups of students are identifiable as higher-risk. It is hoped that these groups can then be referred to programs and services in order to lessen the risk of failure in the future. This will have important implications for future enrollments since demographic data indicates that improved retention will be more valuable in maintaining a stable student population for community colleges.

INTRODUCTION

With the increased emphasis on retention and the requirements of matriculation, it was recognized that an analysis of available data and the possibility of identifying high risk students could be extremely valuable. Current recommendations regarding matriculation include increased attention to assessment, counseling, placement, and followup to ensure student success.

Current efforts at Sacramento City College to meet the matriculation needs of students include a student flow process that helps the college more clearly define which students are high risk. The early identification of these students utilizing the application, assessment and enrollment information will assist the college in tailoring counseling, orientation and instructional services and programs to their needs. Simultaneously the college will be better able to identify those students who need minimal help and who may be exempted from the process.

The specific objectives of the project were to:

(1) identify information from the application, assessment and enrollment data which might be used to predict student success upon entry to the college,

(2) develop a screening process to identify both high risk students and students who might be exempt from the matriculation process.

Fall 1985 GPA and progress performance (percentage of classes not completed) were used to identify those elements which serve as indicators for high risk students. Proposed outcomes of the project included:

(1) a method for identification of high risk students,

(2) an improved method for deciding which students might be exempted from a matriculation process,

(3) a method (or methods) for matching high risk students to specific programs,

(4) a cohort group of students to be used for follow-up at a later date.

SAMPLING - METHODOLOGY

A random sample of 680 students was drawn from the 13,599 students registered for the Fall 1985 semester. Application information on 492 students was available from the main computer at the Los Rios Community College District office but the remainder were manually entered. The assessment, Sacramento City College transcript and other college and high school transcript data along with an assessment survey study were coded and entered into the computer. All the data were stored on a COMPAQ Deskpro 286 microcomputer and the data were analyzed using the RB 5000 microcomputer software. See Appendix 1 for a detailed explanation of all the data elements.

The AD HOC committee provided guidance for the purposes of identification of possible high risk students and for report-generation. Possible high risk students were seen as:

- First-time freshmen - spring high school graduate/ seniors
- Low high school GPA
- No transcript from high school on file
- Non-high school graduates
- Reverse transfers
- International students
- Major undecided or undeclared
- Re-entry students
- Students with no assessment information
- Low reading/writing test scores
- Timing of math and writing classes
- Underrepresented minorities

To ensure a representative sample, certain elements were compared to known characteristics of the Fall 1985 student population. As shown below, the sample is fairly representative of the total Fall 1985 population.

SEX

	SAMPLE		FALL 1985 ENROLLMENT	
	NUMBER	PERCENT	NUMBER	PERCENT
Male	318	46.8	5954	43.8
Female	362	53.2	7645	56.2
Total	680		13,599	

COLLEGE UNITS COMPLETED

	SAMPLE NUMBER	SAMPLE PERCENT	FALL 1985 ENROLLMENT NUMBER	FALL 1985 ENROLLMENT PERCENT
0 - 29.5	335	49.3	7545	55.5
30 - 60+	207	30.4	3778	27.8
AA Degree	72	10.6	1132	8.3
BA Degree	66	4.7	1144	8.4
Total	680		13,599	

ETHNICITY

	SAMPLE NUMBER	SAMPLE PERCENT	FALL 1985 ENROLLMENT NUMBER	FALL 1985 ENROLLMENT PERCENT
Black	72	10.6	1763	13.0
Hispanic	81	11.9	1560	11.5
Asian	120	17.6	2231	16.4
American Indian	9	1.3	230	1.7
White	362	53.2	6753	49.7
Other	36	5.3	1062	7.8
Total	680		13,599	

Numbers and percentages for all elements are reported in Appendix 2. GPA and progress percentages are also included.

FINDINGS

This report provides an analysis of findings from the available matriculation data using Fall 1985 GPA and progress percentage (persistence) as indicators of success or lack of success (high risk). The categories tested are those potential high risk groups as identified by the AD HOC committee on high risk students. Other available data and reports were cited where appropriate.

It should be pointed out that the results are based on groups and do not necessarily describe an individual student. Any conclusions should always be tempered by the fact that important variables such as maturity, motivation and other factors were not measured - if indeed they are possible to measure.

In addition, it must be kept in mind that many of the elements are interrelated and, as a consequence, a relationship between a group and one element will be similarly evidenced using a different element. For example, assessment scores are closely connected with first-time writing class or highest achieved writing class. Also, what may be statistically significant is not necessarily useful, e.g., there is a statistically significant difference between the average Fall 1985 GPA of males and females but the information is hardly useful when attempting to match or implement special programs or activities for such a large, diverse group.

However, it should be possible to match, in a general manner, programs and services to particular groups where there is meaningful evidence that those groups are at high-risk when entering the institution.

First-time Freshmen-Spring High School Graduates or Seniors

A comparison of the Fall GPA and progress percentage of this sub-group with the remainder of the sample indicates no significant difference in GPA or in persistence.

	NUMBER	GPA	PROGRESS PERCENTAGE
First-time	64	2.40	32.9
Other	610	2.57	25.3

Data from a study (Sandusky, 1987) recently completed on Spring 1986 high school graduates/seniors enrolled for the Fall 1986 semester is in sharp contrast to the above. The study indicates a very significant difference between that group and the rest of the Fall 1986 population. The study was done on Sacramento area high school first-time freshmen (this group represents 1150 out of 1409 first-time freshmen directly out of high school). The small sample size may account for the differing results.

	Sacramento area S86 Graduate/Seniors	All Students
Fall 1986 GPA	2.19	2.64

High School GPA

Using the same group as above, (first-time, Spring 1985 high school graduates/seniors) the Fall 1985 GPA and progress percentage were compared to the high school GPA.

High School GPA	Number	GPA	Progress Percentage
3.00 - 4.00	8	3.32	17.0
2.00 - 2.99	18	2.80	27.8
< 2.00	4	2.31	16.5
No Transcript	36	2.10	38.7

Although the N is small for each sub-group, the trend is significant and the difference between those with a transcript on file and those without a transcript on file is especially striking. An attempt will be made to acquire the transcripts of the students who had none on file at the time of the survey made available in order to determine what variables exist, if any, that could explain the difference.

Non-High School Graduates

There is a significant difference between non-graduates and graduates both in terms of the GPA and the progress percentage. A slight difference is indicated when comparing high school graduates to the four categories of GED, equivalency, proficiency and completion.

High School Education	Number	GPA	Progress Percentage
High School Diploma	572	2.58	24.8
GED, Equivalency, Proficiency and Completion	35	2.46	35.4
Foreign	17	2.93	24.5
Not a high school graduate	56	2.29	33.5

This supports other reports generated by the Los Rios Community College district research and data processing unit which also indicates that students who did not graduate are less successful than those who did.

Reverse Transfers

Enrollment Status	Number	GPA	Progress Percentage
Continuing	314	2.69	22.0
Transfer, 2-year	84	2.48	24.2
Transfer, 4-year	47	2.65	30.4
Returning	113	2.19	28.8
First-time	122	2.45	33.5

The evidence seems to indicate that reverse transfers are a low-risk category of student. The 1982 reverse transfer study by Renkiewicz, et al, supports this data.

International Students

	Number	GPA	Progress Percentage
U.S. Citizen, Perm. Resident	663	2.54	26.6
Foreign Student	17	3.02	5.7

Although the N is low, this data plus reports from the international student office at Sacramento City College indicates the foreign students are not high risk. However, it should be pointed out that Sacramento City College devotes one full-time counselor and one full-time clerk to international students. Without that support the success of foreign students might be in some jeopardy.

Major Undecided or Undeclared

There is a significant difference in the GPA between those students with declared majors and those students with no declared major. Further analysis is indicated with this group in order to determine if other variables are influencing the difference besides the status of the major.

	Number	GPA	Progress Percentage
Undeclared	215	2.35	25.6
Declared	465	2.66	26.2

Re-Entry Students

	Number	GPA	Progress Percentage
First time, not 6/85 grad	58	2.39	34.2
Returning	113	2.19	28.8
Other	509	2.63	30.6
Returning			
5 yrs. or more	85	2.31	30.2
< 5 years	28	1.89	24.6

Based on the data both defined categories of re-entry students are at a higher risk upon re-entering or entering for the first time into the college. Surprisingly, the trend indicates that students out of school less than five years fair more poorly than their opposites. This may be due to maturity and motivation factors.

Assessment

Probably the greatest amount of research on the potentiality of student success or failure has been done in this area. Numerous studies have shown a strong correlation between assessment results and academic achievement. The results of this study are no different in that respect.

Initial Reading Level

Reading Placement Level	Number	GPA	Progress Percentage
69 - Below 7th grade	19	2.39	41.2
70 - 7th to 9th grade	46	2.28	35.1
71 - 10th to 11th grade	40	2.34	39.3
72 - 12th grade and above	202	2.70	22.9
Never attempted	373	2.53	24.4

Students testing at the 12th grade reading level or above are in substantially lower risk category than the other students. The students who have never attempted the test are also lower risk but this may be due to the differing rigor of the

classes taken, a higher percentage of degree holders and the number of units attempted.

	Number	Units Attempted	Units Completed
Never Attempted	373	6.4	4.9
69-71 Reading Level	105	10.0	6.5

The same relationship is evident for the writing level results. The writing level placement is a combination score of both the reading and the English portion of the TASK* test. A score of 13th grade level is required on both the reading and English portions in order to be eligible for entrance into English 1A, college composition.

Initial Writing Level

Writing Placement Level	Number	GPA	Progress Percentage
55**	106	2.31	38.1
56	44	2.31	29.8
57	46	2.41	23.2
1A	101	2.95	19.3
None	383	2.55	24.2

Connected to the assessment factor is the first level of writing class attempted. As expected, the pattern of the two are closely linked.

* Stanford Test of Academic Skills
** 55 is three levels below English 1A in terms of writing skills.

1st Writing Level Attempted

Writing Class	Number	GPA	Progress Percentage
Engl 55-56	163	2.28	27.9
Engl 57-1A	214	2.79	24.2
Never Attempted	303	2.54	26.3

This relationship is also demonstrated when viewing the highest writing level achieved.

Highest Writing Level Achieved

	Number	GPA	Progress Percentage
Engl 55-56	51	2.14	19.8
Engl 57-1A	203	2.83	20.9
Never Attempted	426	2.48	29.2

The very same relationship is indicated when analyzing 1st Math Level Attempted and Highest Math Level Achieved. However, unlike writing, the ability to complete any mathematics class shows a significant link to a higher GPA.

1st Math Level Attempted

	Number	GPA	Progress Percentage
> Elem. Algebra	118	2.75	16.6
≤ Elem. Algebra	202	2.51	26.1
Never Attem.	360	2.49	29.1

Highest Math Level Achieved

	Number	GPA	Progress Percentage
> Elem. Algebra	100	2.70	19.8
≤ Elem. Algebra	128	2.85	15.9
None	452	2.38	30.3

Underrepresented Minorities

Probably no group shows a higher risk than underrepresented minorities. Numerous reports and studies have reported on this problem--a problem that is to say at the very least very sensitive and controversial. However, if as predicted by demographic studies, these groups will make up a larger and larger proportion of the California Community College student population, thus the problem must be confronted in a straight forward and forthright manner.

Ethnicity

	Number	GPA	Progress Percentage
Black	72	2.09	39.4
Hispanic	81	2.23	27.0
Asian	120	2.78	17.4
Amer. India	9	2.81	21.3
White	362	2.64	25.1
Other	36	2.30	36.5

Compared to the other two large groups, Blacks and Hispanics fare far less favorably. This significant GPA difference is supported by a Los Rios Community College District Fall, 1984

report on declining Black enrollment and the probation-dismissal rates compiled on Sacramento City College students since Spring 1985.

Fall 1984 LRCCD Report

	Number	GPA
Black	1995	1.87
Hispanic	1373	2.13
Asian	2018	2.68
American Indian	196	2.25
White	6544	2.63
Other	1698	2.38

As a consequence of this low grade point average, the probation-dismissal rates are much higher for Blacks and Hispanics than for the other groups. Blacks are subject to dismissal at nearly twice the rate of their overall enrollment and Hispanics nearly 1 1/2 their enrollment rate.

Several different factors that have already been discussed can account, in part, for this difference. For example, there is a significant difference in assessment levels that are achieved.

First Reading Assessment Level

	Black			Hispanic			Other		
Reading Level	NO	% Total	% Tested	No	% Total	% Tested	No	% Total	% Tested
69	4	5.6	10.8	5	6.2	9.6	10	1.9	4.6
70	9	12.5	24.3	10	12.3	19.2	27	5.1	12.4
71	7	9.7	18.9	6	7.4	11.5	27	5.1	12.4
72	17	23.6	45.9	31	38.3	59.6	154	29.2	70.6
None	35	48.6		29	35.8		309	58.6	
Total	72			81			527		

First Writing Assessment Level

Writing Level	Black NO	Black % Total	Black % Tested	Hispanic No	Hispanic % Total	Hispanic % Tested	Other No	Other % Total	Other % Tested
55	16	22.2	44.4	19	23.5	36.5	71	13.5	34.0
56	9	12.5	25.0	9	11.1	17.3	26	4.9	12.4
57	4	5.6	11.1	12	14.8	23.1	30	5.7	14.4
1A	7	9.7	19.4	12	14.8	23.1	82	15.6	39.2
None	36	50.0		29	35.8		318	60.3	
Total	72			81			527		

For both reading and writing, Blacks and Hispanics are achieving lower test scores than the other groups. In order to determine if the initial reading and writing test scores could predict eventual success or failure the first writing level and the highest writing achieved were identified.

First Writing Level Attempted

Writing Level	Black No	Black GPA	Black Progress PERCENT	Hispanic No	Hispanic GPA	Hispanic Progress PERCENT	Other No	Other GPA	Other Progress PERCENT
Engl 55-56	29	1.99	44.1	40	2.05	28.0	94	2.28	27.9
Engl 57-1A	13	2.59	28.0	24	2.68	23.5	177	2.79	24.2
Never Attempted	30	1.83	39.7	17	1.80	29.5	256	2.54	26.3

The significant difference shown between ethnic groups as a whole is not as dramatic when the groups are split into first writing levels. There is, however, a very marked difference in the never attempted group. (See note, page ?). Mandatory testing would not necessarily raise the GPA of the Blacks and Hispanics but it would certainly clarify some areas where help is needed.

Highest Writing Level Achieved

Writing Level	Black No	Black GPA	Black Progress Percent	Hispanic No	Hispanic GPA	Hispanic Progress Percent	Other No	Other GPA	Other Progress Percent
Engl 55-56	9	2.42	29.8	15	2.35	4.5	27	1.90	25.0
Engl 57-1A	16	2.80	37.6	26	2.69	22.2	161	2.86	19.0
Never Achieved	47	1.65	41.8	40	1.67	38.5	339	2.64	26.4

Not only do Blacks and Hispanics who attempt a writing class have a higher GPA than those who do not attempt a writing class but of the ones who complete at least one class the increase in GPA becomes even greater. Retaining these students, as well as ny student in a writing class not only appears to greatly increase their chance for success but would also very obviously decrease their progress percentage. The same relationships for writing shown above are indicated for mathematics.

First Math Level Attempted

	Black No	Black GPA	Black Progress Percent	Hispanic No	Hispanic GPA	Hispanic Progress Percent	Other No	Other GPA	Other Progress Percent
> Elem. Algebra	6	2.53	41.5	7	3.03	14.1	105	2.74	15.4
≤ Elem. Algebra	25	2.08	43.8	30	2.37	25.2	147	2.60	23.3
Never Attempted	41	1.99	36.4	44	1.93	30.3	275	2.66	27.8

Highest Math Level Achieved

	Black			Hispanic			All Others		
	No	GPA	Progress Percent	No	GPA	Progress Percent	No	GPA	Progress Percent
> Elem. Algebra	6	2.63	16.7	11	2.82	11.7	112	2.80	16.1
≤ Elem. Algebra	10	2.67	52.7	10	2.59	15.1	79	2.71	16.4
Never Achieved	56	1.88	39.4	60	1.97	31.8	336	2.53	28.5

NOTE: The high GPA of the other category, white, Asian, American Indian and not identified, can be partially attributed to the large number of students in this category with AA degrees or higher that have no reported classes in writing or mathematics. In addition, the Blacks and Hispanics are more representative o full-time day students and the other category is more heavily part-time and evening. However, those with less than an AA degree still have a significantly higher GPA than Blacks and Hispanics.

CONCLUSION

The analyses that were done indicate that certain groups of students, as defined by a lower Fall 1985 GPA and a higher Fall progress percentage, are indeed at higher risk upon entering college. These students are readily identifiable from the information available and are homogeneous enough and small enough in numbers to be workable in terms of intervention strategies.

The groups of students who stand out as high-risk are:

- High school graduates/seniors with no transcript or a low high school GPA
- Non-high school graduates

- Undeclared major
- Re-entry students, especially males and thos returning within five years
- Students with low assessment scores or no assessment scores
- Students not attempting nor completing writing and mathematics classes
- Underrepresented minorities

A number of prescriptive measures are already available for these groups, including assessment, orientation, counseling, special instruction program (basic skills classes), college success courses and other special programs (HELP, GO, PUENTE, etc.*).

The key, however, is to first identify the particular student for high-risk potential and then to guide the student into the proper program or service. This will require not only an elaborate admissions intake process but also will require mandatory intervention. Without requiring assessment, counseling and the other measures, these students will continue to perform poorly and the institution will continue to have a severe retention problem. A problem that will become more acute in the future.

* These are Sacramento City College programs specially designed for high risk groups.

APPENDIX I

Application Elements

Content	Explanation
1. Student Number	Social Security Number
2. Student Name	First, Last, MI
3. Sex	M = Male F = Female
4. Ethnicity	1 = American Indian 2 = Asian or Pacific Islander 3 = Black 4 = White 5 = Hispanic 6 = Filipino 7 = Other (including unknown)
5. Disability requiring special services	Y = YES N = NO
6. Address	Mailing address
7. City	Mailing address
8. State	Mailing address
9. Zip Code	Mailing address
10. MAJOR	21 identified majors from the application
11. Phone No.	Includes day and evening
12. Enrollment Status	Status entering Fall 1985 semester 1 = New 2 = new transfer from 2-year 3 = new transfer from 4-year 4 = re-turning, no college since leaving 5 = Returning Transfer, 2-year 6 = Returning Transfer, 4-year 7 = High School student 8 = Continuing student from Spring 1985

13. College Units Completed	1 = 0 2 = 1/2-15 1/2 3 = 16-29 1/2 4 = 30 - 45 1/2 5 = 46-59 1/2 6 = 60 or more, no AA or AS 7 = 60 or more, AA/AS degree 8 = BA or higher
14. College Last Attended	Identifies California Community College, State Universities and Universities separtely--others by state and country.
15. Date Last Attended College	Month/Year
16. High School Last Attended	Identified by Sacramento area, other California counties, states and other countries.
17. Date Last Attended High School	Month/Year
18. High School Education	1 = High School Diploma 2 = GED 3 = Certificate of Equivalency 4 = Calif. H.S. Proficiency Examination 5 = Certificate of Completion 6 = Foreign diploma or certificate 7 = Not a high school graduate
19. Educational Goal	1 = Transfer to 4-year college without Associate Degree 2 = Transfer to 4-year college with Associate Degree 3 = Associate Degree, Vocational (non-transfer) 4 = Associate Degree, General Education (non-transfer) 5 = Certificate of Completion 6 = Acquire job skills only 7 = Upgrade job skills only 8 = No degree or occupational objective

20.	English Proficiency Code	Y = English is the native language N = English is not the native language

SCC TRANSCRIPT/ENROLLMENT INFORMATION

1.	Units attempted Fall 1985	As of 1st Census
2.	Registered Spring 1986	Y = 1 N = 2
3.	Date of Registration, Fall 1985	MO DAY
4.	Overall SCC GPA	
5.	First Semester of Attendance at SCC	YR SEM 1 = Summer 2 = Fall 3 = Spring
6.	Total Units Completed at SCC	
7.	Number of Semesters Attended at SCC Excluding Summer	
8.	Continuous or Non-Continuous Enrollment	Y = 1 N = 2
9.	Standing at the end of Fall 1985	1 = Good Standing 2 = Probation 3 = Subject to Dismissal
10.	Major	21 Major Categories from Application
11.	Major Check Does stated major reflect classes taken	Y = 1 N = 2
12.	Fall 1985 Progress Percent	Percentage of W, NC and INC
13.	Overall Progress Percent	Percentage of W, NC and INC for all SCC classes
14.	Fall 1985 GPA	
15.	1st Math Level (any college)	1 = Started Math B or 13 or above 2 = Started Math A or below 3 = Never attempted Math

16. 1st Writing Level	1 = Engl 55-56 2 = Engl 57 or above 3 = Never attempted writing
17. Highest Math Completed	W - 9
18. Highest Writing Completed	55, 56, 57 or 1A

ASSESSMENT INFORMATION

1. Reading Level	69, 70, 71 or 72
2. Writing Level	55, 56, 57 or 1A
3. Math Level	W - 9
4. ESL Level	51 = 51, 52 and 61 4 = 3 and 4 5 = 5

ASSESSMENT SURVEY INFORMATION

1. Have you ever used our Assessment services	Y = 1 N = 2
2. Where did you first find out about Assessment	1 = Counselor 2 = Catalog 3 = Instructor 4 = Newspaper 5 = Brochure 6 = Other

3. - 10. Copy of Survey
Excellent = 1 Good = 2 Fair = 3 Poor = 5
No Experience/No Opinion = 5

11. Counseling No = 1 Yes = 2 No Opinion = 3

12. Not Coded

APPENDIX II

DATA ELEMENT RESULTS

APPLICATION DATA

TABLE I - RESIDENCE STATUS

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
California Resident	661	97.2	2.54	
Out-of-State	2	0.3	2.50	26.6
Foreign	17	2.5	3.02	5.7
TOTAL	680			

TABLE 2 - SEX

	NO	PERCENT	SURVEY GPA	PROGRESS PERCENTAGE
MALE	318	46.8	2.48	26.1
FEMALE	362	53.2	2.65	25.9
TOTAL	680			

TABLE 3 - COLLEGE UNITS COMPLETED

	NO	PERCENT	SURVEY GPA	PROGRESS PERCENTAGE
0 - 29.5	335	49.3	2.33	32.7
30 - 60+	207	30.4	2.68	17.3
AA Degree	72	10.6	2.90	24.0
BA Degree	66	9.7	3.10	22.0
TOTAL	680			

TABLE 4 - MAJOR

MAJOR		NO	PERCENT	PROGRESS GPA	PROGRESS PERCENTAGE
900	Unknown,undeclared,none	189	27.8	2.36	24.2
901	Natural resources	2	0.3		
* 902	Architecture	7	1.0		
903	Biological Sciences	17	2.5		
* 904	Business	105	15.4	2.68	27.8
905	Communication/Journalism	15	2.2		
* 906	Computer Science	30	4.1		
907	Education/PE	14	2.1		
* 908	Engineering	34	5.0		
909	Engl/Speech/Philosophy	6	0.9		
910	Fine and Applied Arts	29	4.3		
911	Foreign Languages	13	1.9		
912	General Education	26	3.8		
* 913	Allied Health	50	7.4		
* 914	Home Economics	8	1.2		
915	Law/Legal Assisting	27	4.0		
916	Library Science	1	0.1		
917	Mathematics	7	1.0		
* 918	Occupational Technology	50	7.4		
919	Physical Science	3	0.4		
* 920	Administration of Justice	13	1.9		
921	Social Science	34	5.0		
	TOTAL	680		2.56	26.0
* VOCATIONAL		297	43.7	2.60	25.9
NON-VOCATIONAL		383	56.3	2.53	26.1

TABLE 5 - EDUCATIONAL GOAL

GOAL	NO	PERCENT	GPA	PROGRESS PERCENTAGE
1 - 4 year without AA	113	16.6	2.54	32.4
2 - 4 year with AA	246	36.2	2.52	28.4
3 - AA, Vocational	76	11.2	2.72	19.1
4 - AA, General	18	2.6	2.43	30.8
5 - Certificate	42	6.2	2.72	20.7
6 - Job Skills Only	31	4.6	2.56	33.0
7 - Upgrade Skills	65	9.6	2.66	22.7
8 - None	89	13.1	2.45	18.8
TOTAL	680			

TABLE 6 - HIGH SCHOOL LAST ATTENDED

HIGH SCHOOL	NO	PERCENT	GPA	PROGRESS PERCENTAGE
Sacramento Area	364	53.5	2.53	26.7
California	131	19.3	2.44	26.0
Out-of-State	111	16.3	2.67	26.2
Foreign	42	6.2	2.81	19.5
Did not attend high school	8	1.2	2.38	7.9
Unknown	24	3.5	2.71	32.5
TOTAL	680			

TABLE 7 - HIGH SCHOOL EDUCATION

HIGH SCHOOL EDUCATION	NO	PERCENT	GPA	PROGRESS PERCENTAGE
High School Diploma	572	84.1	2.58	24.8
GED	22	3.2		
Certificate of Equivalency	2	0.3		35.4
High School Proficiency	7	1.0	2.46	
Certificate of Completion	4	0.6		
Foreign	17	2.5	2.93	24.5
Not a High School Graduate	56	8.2	2.29	33.5
TOTAL	680			

TABLE 8 - ENROLLMENT STATUS

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
First time	122	17.9	2.45	33.5
Transfer, 2-yr college	84	12.4	2.48	24.2
Transfer, 4-yr college	47	6.9	2.65	30.4
Returning, no other college	113	16.6	2.19	28.8
Continuing	314	46.2	2.69	22.0
TOTAL	680			

TABLE 9 - COLLEGE LAST ATTENDED

	NO	PERCENT	PROGRESS PERCENTAGE
California Community College	81	23.8	39.4
CSUC	23	8.7	29.7
University of California	7	2.5	28.3
California Private	3	0.9	49.7
Out-of-State	17		24.5
Foreign	2		53.0
SCC Returning	113		28.8
SCC Continuing	317	56.9	21.8
No College	117		33.9
TOTAL	680		

TABLE 10 - ETHNIC BACKGROUND

	NO	PERCENT	PROGRESS PERCENTAGE
Black	72	10.6	39.4
Hispanic	81	11.9	27.0
Asian/Pacific Islander	120	17.6	17.4
American Indian	9	1.3	21.3
White	362	53.2	25.1
Other	36	5.3	36.5
TOTAL	680		

TABLE 11 - DISABILTIY/SPECIAL SERVICES

	NO	PERCENT
NO	667	98.1
YES	13	1.9

TABLE 12 - NATIVE LANGUAGE

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
ENGLISH	599	88.1	2.55	27.2
NOT ENGLISH	81	12.9	2.63	17.3
TOTAL	680			

x

SCC TRANSCRIPT DATA

TABLE 1
ATTEMPTED UNITS, FALL 1985 (1ST CENSUS)

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
≥ 12	218	32.1	2.59	17.9
9 - 11	86	12.6	2.35	28.4
6 - 8	107	15.7	2.63	28.4
< 6	269	39.6	2.60	28.5
TOTAL	680			

MIN = 0.5 MAX = 23.0 MEAN = 8.0

TABLE 2
REGISTERED, SPRING 1986

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
YES	372	54.7	2.65	16.1
NO	308	45.3	2.34	38.0
TOTAL	680			

TABLE 3
FALL 1985 DATE OF ENROLLMENT

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
X - 7/31	183	26.9	2.71	18.0
8/1 - 8/19	136	20.0	2.48	27.3
8/20 - 9/1	193	28.4	2.46	29.4
9/2 - 9/15	130	19.1	2.59	27.0
> 9/15	38	5.6	2.07	37.5

TABLE 4
OVERALL GPA

GPA = 2.83 UNITS = 25.5

TABLE 5
FIRST SEMESTER OF ATTENDANCE
AT SACRAMENTO CITY COLLEGE

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
< 1970	27	4.0		
1970 - 1974	21	3.1		
1975 - 1979	62	9.1		
1980	22	3.2		
1981	31	4.6		
1982	38	5.6		
1983	69	10.1		
1984	105	15.4		
SPRING 1985	60	8.8		
SUMMER 1985	12	1.8	2.62 (N=447)	22.8
FALL 1985	233	34.3	2.42	24.0
TOTAL	680			

TABLE 6
TOTAL UNITS OVERALL

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
0 =	85	12.5	0.05	71.4
0.5 - 15.5 =	281	41.3	2.50	20.2
16.0 - 29.5 =	86	12.6	2.64	21.5
30 - 45.5 =	81	11.9	2.81	12.2
46 - 59.5 =	50	7.4	2.85	20.6
> 60	97	14.3	2.78	21.4
TOTAL	680			

TABLE 7
NUMBER OF SEMESTERS OF ATTENDANCE
AT SACRAMENTO CITY COLLEGE

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
1	242	35.6	2.43	29.7
2	101	14.9	2.51	26.1
3	101	14.9	2.68	23.6
4	39	5.7	2.56	20.6
5	60	8.8	2.62	18.7
6 - 9	87	12.8	2.59	28.0
10 +	50	7.4	2.98	22.5
TOTAL	680			

TABLE 8
CONTINUOUS ATTENDANCE

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
YES =	550	80.9	2.59	24.5
NO =	130	19.1	2.38	32.4
TOTAL	680			

TABLE 9
PROBATION/DISMISSAL STATUS

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
GOOD STANDING	589	86.6	2.69	22.4
PROBATION	75	11.0	1.35	51.9
DISMISSAL	16	2.4	2.35	37.0

TABLE 10
MAJOR

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
900 Undecided	189	27.8	2.36	24.2
901 Agric/Nat. Resources	2	0.3	3.33	49.5
902 Architecture	7	1.0	1.42	37.7
903 Biological Science	17	2.5	2.76	12.6
904 Business	105	15.4	2.68	27.8
905 Commun/Journalism	15	2.2	2.75	15.7
906 Computer Science	30	4.4	2.47	24.6
907 Education	14	2.1	3.35	19.0
908 Engineering	34	5.0	2.65	18.1
909 English/Speech	6	0.9	2.66	16.5
910 Fine Arts	29	4.3	3.12	25.3
911 Foreign Languages	13	1.9	3.13	37.9
912 General Education	26	3.8	2.32	35.6
913 Allied Health	50	7.4	2.47	22.0
914 Home Economics	8	1.2	2.71	36.6
915 Law	27	4.0	2.29	31.0
916 Library Science	1	0.1	--	99.0
917 Mathematics	7	1.0	2.43	58.9
918 Occup. Technology	50	7.4	2.72	31.9
919 Physical Science	3	0.4	2.25	49.7
920 Admin. of Justice	13	1.9	2.60	13.3
921 Social Science	34	5.0	2.55	25.4
TOTAL	680			
VOCATIONAL =	299	37.9	2.61	26.1
NON-VOCATIONAL =	381	62.1	2.53	26.0

TABLE 11
MAJOR CHECK

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
YES	528	77.6	2.58	27.9
NO	152	22.4	2.52	19.6
TOTAL	680			

TABLE 12
FALL 1985 PROGRESS PERCENTAGE

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
0 =	405	59.6	2.69	
1 - 19 =	17	2.5	3.54	
20 - 39 =	72	10.6	2.86	
40 - 59 =	42	6.2	2.50	
60 - 79 =	23	3.4	1.36	
80 - 99 =	121	17.8	1.50	
TOTAL/AVERAGE	680			26.0

TABLE 13
OVERALL PROGRESS PERCENT

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
0 =	297	43.7	2.76	0.7
1 - 19 =	138	20.3	2.61	23.6
20 - 39 =	103	15.1	2.19	32.9
40 - 59 =	58	8.5	1.76	60.3
60 - 79 =	29	4.3	1.91	72.0
80 - 99 =	55	8.1	1.23	95.5
TOTAL/AVE	680			21.2

TABLE 14
FALL 1985 GPA

GPA = 2.56 UNITS = 6.0

TABLE 15
1ST LEVEL MATH ATTEMPTED

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
> Math A	118	17.4	2.75	16.6
≤ Math A	202	29.7	2.51	26.1
Never Attempted	360	52.9	2.49	29.1
TOTAL	680			

TABLE 16
1ST LEVEL WRITING ATTEMPTED

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
> Engl 55-56	214	31.5	2.79	24.2
≤ Engl 56	163	24.0	2.28	27.9
Never Attempted	303	44.6	2.54	26.3
TOTAL	680			

TABLE 17
HIGHEST MATH ACHIEVED

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
W	31	4.6		
X	16	2.4		
N	1	0.1		
A	(100) 52	7.6	2.70	19.8
B	2	0.3		
3	1	0.1		
9	18	2.6		
13	56	8.2		
15	18	2.6		
16	11	1.6		
29	12	1.8		
42	(128) 10	1.5	2.85	15.9
NONE	452		2.38	30.3
TOTAL	680			

TABLE 18
HIGHEST WRITING ACHIEVED

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
English 55	24	3.5	1.95	21.8
English 56	27	4.0	2.32	18.0
English 57	51	7.5	2.55	24.0
English 1A	152	22.4	2.93	19.8
ESL 51-61	10	1.5	2.48	18.3
ESL 3-4	11	1.6	2.74	6.6
ESL 5	12	1.8	3.04	1.3
NONE	393	57.8	2.42	31.0
TOTAL	680			

TABLE 19
LAST YEAR OF HIGH SCHOOL ATTENDANCE

	NO	PERCENT	GPA	PROGRESS PERCENTAGE
< 1950	29	4.3		
1950-59	41	6.0		
1960-69	85	12.5		
1970-74	84	12.4		
1975-79	127	18.7		
1980	24	3.5		
1981	40	5.9		
1982	41	6.0		
1983	77	11.3		
1984	68	9.4	2.57 (N=616)	25.3
1985	64	9.7	2.49	33.4
TOTAL	680			

INITIAL ASSESSMENT INFORMATION

TABLE 1 - READING LEVEL

READING LEVEL	NO	PERCENT	GPA	PROGRESS PERCENTAGE
69 LEVEL	19	2.8	2.39	41.2
70 LEVEL	46	6.8	2.28	35.1
71 LEVEL	40	5.9	2.34	39.3
72 LEVEL	202	29.7	2.70	22.9
NONE	373	54.9	2.53	24.4
TOTAL	680			

Percent Tested = 45.1

TABLE 2 - WRITING LEVEL

WRITING LEVEL	NO	PERCENT	GPA	PROGRESS PERCENTAGE
55 LEVEL	106	15.6	2.31	38.1
56 LEVEL	44	6.5	2.31	29.8
57 LEVEL	46	6.8	2.41	23.2
1A LEVEL	101	14.9	2.95	19.3
NONE	383	56.3	2.55	24.2
TOTAL	680			

Percent Tested = 43.7

TABLE 3 - ESL LEVEL

ESL LEVEL		NO	PERCENT
51, 52, 61	LEVEL	8	1.2
3, 4	LEVEL	6	0.9
5	LEVEL	5	0.7
NONE		661	97.2
TOTAL		680	

TABLE 4 - MATH LEVEL

MATH LEVEL	NO	PERCENT	GPA	PROGRESS PERCENTAGE
W	53	7.8		
X	20	2.9		
A	50	7.4		
B	1	0.1		
13	21	3.1		
15	1	0.1		
29	5	0.7		
9	6	0.9	2.59 (N=157)	25.1
NONE	523	76.9	2.55	26.3
TOTAL	680			

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